





**Grade 5 Math: Weeks 1 – 6 August 22- September 28
2012-2013**

Standards	*	Lessons	Teacher Notes																
Standards marked with Red Keys are priority standards.																			
5.OA.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols. Learning Target: I can use parentheses, brackets, or braces in numerical expressions and evaluate with these symbols.	★ ▶	<i>To address the KCAS Standards, the following should be included in instruction:</i> Investigations Unit 1 <ul style="list-style-type: none">2.4A3.1-3.4, 3.6-3.8 Unit 3 <ul style="list-style-type: none">1.1-1.2 Unit 7 <ul style="list-style-type: none">2.1-2.4 Unit 8 <ul style="list-style-type: none">1.3-1.5 • Ten Minute Math: ✓ <i>Estimation and Number Sense</i> Gap Lessons: Click on the link below. Target Number Dash	KCAS Note: 5.OA.1 U8:S2.3 - S2.7 – When completing the charts in the SABs, students should write and evaluate expressions using parentheses U8:S2.4 & S2.5 - The discussion at the beginning of this session asks students to compare the graphs. To individually assess students, teachers may create an exit slip based on the discussion.																
5.OA.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. Learning Targets: I can write simple expressions to represent calculations. I can interpret expressions without evaluating them.	★ ▶																		
5.OA.3 Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. Learning Targets: I can generate two numerical patterns using two given rules. I can identify relationships between corresponding terms. I can generate ordered pairs using terms from two patterns and graph the ordered pairs on a coordinate plane.	★ ▶	<table><tr><td colspan="2">Formative Assessment Opportunity</td></tr><tr><td>5.OA.1</td><td></td></tr><tr><td>5.OA.2</td><td></td></tr><tr><td>5.OA.3</td><td></td></tr><tr><td>5.NBT.1</td><td></td></tr><tr><td>5.NBT.5</td><td></td></tr><tr><td>5.NBT.6</td><td></td></tr><tr><td>5.G.1</td><td></td></tr></table>	Formative Assessment Opportunity		5.OA.1		5.OA.2		5.OA.3		5.NBT.1		5.NBT.5		5.NBT.6		5.G.1		KCAS Note:5.OA.3 U8:S1.2 - Both discussions in this session ask students to compare the graphs. To individually assess students, teachers may create an exit slip based on the second discussion.
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 5.NBT.1- Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left. Learning Target: I can explain how the value of a digit in a multi-digit whole number relates to the value of the digits around it.	★																		

*Standard Progression/Investigations Alignment Strength

★ = New Standard 🔴 = Continued Focus ▶ = Fading Focus

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 <p>5.NBT.5- Fluently multiply multi-digit whole numbers using the standard algorithm.</p> <p>Learning Target: I can multiply multi-digit whole numbers using the standard algorithm.</p>	★		<p>KCAS Note: 5.NBT.5 During assessment opportunities - Require students to use the standard algorithm as one way to solve each multiplication problem.</p> <p>U7: S4.5 - #1B - Require students to use the standard algorithm to solve the multiplication problem.</p>
 <p>5.NBT.6 Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>Learning Targets: I can divide a 4 digit by a 2 digit number using place value, the properties of operations, and/or the relationship between multiplication and division. I can interpret the remainder of a division problem. I can illustrate and explain division calculations using rectangular arrays, and/or area models.</p>	★ ▶	<p>Vocabulary: Parentheses, brackets, braces, numerical expression, evaluate, simple expression, calculation, interpret, quotient, dividend, divisor, place value, properties of operations, multiplication, division, equation, rectangular array, area model, perpendicular lines, axis, coordinate system, intersection, origin, plane, ordered pair, coordinates</p> <p>http://www.amathsdictionaryforkids.com/</p>	<p>KCAS Notes: 5.NBT.6 During assessment opportunities, require students to illustrate their calculations using equations, rectangular arrays, and/or area models.</p>
 <p>5.G.1- Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).</p> <p>Learning Target: I can define a coordinate system and its components (origin, axes, ordered pairs/coordinates). I can locate and describe how to locate an ordered pair (x- and y-</p>	★ ▶		

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coordinates) using the x- and y-axes.			
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